

N. Y. SCHOOL JOURNAL & EDUCATIONAL NEWS.

VOL. VI.

NEW YORK, OCTOBER 3, 1874.

No. 189.

TERMS TO SUBSCRIBERS.

Subscription Price. — \$2.50 per annum in advance. Money should be sent by Draft or Postal Money order. Currency sent by Mail is at the risk of the sender.

Postage.—The legal rate of postage on this paper is 20 cents per annum, or 5 cents per quarter, payable in advance.

Money Remittances.—Never send us currency in a letter. Always get a Postal Money Order, Check, or Draft on New York; or else send the money in a registered letter. Remember *currency sent by Mail is at your risk and not ours*.

The Journal and News can be obtained of any news-dealer in the United States. The American News Company, New York, General Agents.

The Teacher's Life.

ALFRED B. STREET.

The teacher's life! most pure and high!
The opening mind with gems to store;
To upward point the wandering eye
When youth's frail barque forsakes the shore.

The world its hollow plaudits bears
To fame that's won amidst its strife:
But deeper, loftier praise is theirs
Who, honored, lead the teacher's life.

The teacher's life boasts truest fame:
'Tis not alone the mind to fill—
The heart, God's greatest work, hath claim
Upon its highest, holiest skill.
To guide its erring feelings right,
Destroy the weeds that spring so rife,
Whilst opening realms to mental sight—
This, this, Oh! this the teacher's life.

The teacher's life not only know
Cities the blessings by it showered,
But where the fresh pure breezes blow
O'er peaceful fields and ways embowered,
How oft the modest schoolhouse there
Is seen, far, far from busy strife,
In God's own blessed sun and air,
The temple of the teacher's life.

The teacher's life! 'tis not to roam
In eye of man some towering height,
But in the valley of its home
For God's pure eye to shed its light.
How many, as they pass along
The squares within their way so rife,
With towering brow and footstep strong,
Have cause to bless the teacher's life?

Notes.

It has been a very cheering thing to us to receive the commendations of the members of our Board of Education on the conduct of the JOURNAL. It would require a great deal of space to give the names of those who, by letter or voice, express their satisfaction with our paper. The press throughout the country copy from our pages, some giving us credit, but many forgetting their duty in this respect. Some of our city brethren have given too high a title to one of the editors. Instead of "Superintendent of the Normal School of Michigan," it might have said a teacher or lecturer in the Michigan Teacher's Institute. To all we return hearty thanks. We trust we have only begun our work of making this THE Educational Journal.

There is, as is well known to all, a "National Educational League" in England, with this object: "*The establishment of a system which shall secure the education of every child in the country.*" We read the report with pleasure, for it is composed in the main of extracts from our educational journals. The intention is to enact a compulsory law in England; or how else can you "educate every child in the country."

One of the causes of lamentation among teachers is that teaching is not a profession. This is true. And what prevents it is mainly that it is used as a stepping-stone to something else. There is but one way to exalt it, and that is a firm union among its members. When that is accomplished; the various legal or legislative acts needed to confer privileges and powers can be obtained. Every city should have a Teacher's Association with powers; but first form the Association; lay aside your jealousies and unite and stay united.

Among the subjects discussed at Put-in-Bay last summer was that of the "Personal Power of the Teacher." President Fairchild did the association a great good, and we here reproduce a portion of his address:

In this higher range of the teacher's work, the element of his power is his own personal character,—what he is in his own purpose and thought and life. It is a power difficult to analyze and set forth in any logical statement. We can speak of things that contribute to it and of other things that hinder; but the subtle force itself, which the successful teacher carries with him like his own personality, and which never ceases to operate, it is difficult to define. We see its beneficent working, but can scarce tell whence it comes or whither it goes.

The grand basis of this power is unquestionably genuineness of character,—that simple human excellence which is the foundation of self-respect, and of the respect of others. We may call it integrity or honesty or moral uprightness or goodness, it is always the same thing,—the foundation of all high character. Of itself it is a power, and always commands the respect of men. It is the one thing in which all men believe and must believe. The character in which this is present, is never a failure whatever else may be wanting, and where this is wanting, there is always disappointment whatever else may be present. Such genuineness of character is its own justification and demonstration. The teacher stands in the midst of his pupils, subject to their observation and criticism, for days and weeks and months and years. There may be times when they misjudge his motives and his character; but, on the whole and in the end, they will recognize genuine goodness and honesty and honor, and they cannot withhold their respect. No mere appearance will serve the purpose—no circumspectness of demeanor. There is no successful seeming without the being. The squirrel is not surer to know the sound nut, than are children to recognize instinctively the genuineness of character in their teacher. There may be teachers that succeed measurably in running the machinery of the school though lacking this crowning quality of human excellence; but they must fail of the higher power which it is the teacher's privilege to employ; and, however great their strength in other respects, their influence must always rest upon an uncertain foundation. Moral distrust of a teacher, on the part of his pupils, will sadly mar all his work.

Next to this fundamental quality, I should place a genuine sympathy with human nature. An appreciation of its interest and its worth,—not a conviction of its value in the gross, but a hearty interest in individual human beings. It is a law

of spiritual mechanics, as well as of material, that action and reaction are equal. The interest of the pupil in the teacher will be measured by the teachers attraction towards his pupil; and to be interested in the pupil, the teacher must have such a breadth of human nature in himself that he can appreciate every variety of character. It is not difficult to be drawn towards the naturally amiable and graceful and winning; and every school furnishes examples of this kind. Such natural beauty of character draws at once upon the teacher's heart, and the danger is, that he will let the light of his countenance fall upon the places where that beauty blooms, and leave all beside in darkness. The teacher must understand that, under a forbidding exterior there may be real worth,—that many a rough stone reveals its value only in the cutting. Sympathy even with stupidity is not an unattainable grace, and it may be the only force which can waken that lethargy into life and movement.

In teaching, more than in most other forms of work, we need what one writer has called the *enthusiasm of humanity*. The teacher must find his own satisfaction and life in his interest in the ever varying specimens of human nature which fall under his hand and in their waking up to the truths he imparts. In that channel his genius must run. We sometimes make the mistake of assuming that the chief qualification for teaching is a permanent interest in the branches to be taught,—that an enthusiastic linguist will, of course, be an enthusiastic teacher of language, and a natural mathematician a successful teacher of mathematics. The result often disappoints us. The great interest of the teacher must always pertain to his pupil, and the interest in the science taught may be secondary. The teacher should never be tempted to turn away from his teaching for the sake of a favorite study; and this, after all, is putting things in their natural order. The highest earthly science in dignity and importance is the science of humanity. We make no complaint when one dedicates his life to the study of mollusks or mushrooms. We call him an enthusiast in science, and rejoice over him as an honor to the race. But as long as a man is better than an oyster, or a toadstool, there is higher reason for our interest in mankind; and this is the field of the teacher's enthusiasm.

His interest, too, must be specific, and not general. It is not enough that he looks upon his pupils as detached fragments of the mass of human nature,—duplicate specimens of the same formation. He must be able to differentiate, to detect variations; to individualize his pupils in his regard. They must be known to him as Jane and Mary and William and John, not merely as members in the different forms of his room. Personal interest alone can give personal power.

In regard to the susceptibility of interest in individual character and life, men, and women too, are quite differently constituted. To some this interest is quite natural and easy. The born teacher has it constitutionally, and adds to it by culture and growth. There may be those to whom such interest is almost impossible. They weary of contact with their kind, and, while wishing mankind no harm, they seek for themselves other society, and thoughts of other things. Such a man was Thoreau, the recluse, the lover of nature, whose chosen paths lay far from the haunts of men. Such a man was not Agassiz, the "Teacher," who loved not nature less, but mankind more. Against such natural prepossessions it is difficult to struggle; and one may properly retire from the teacher's calling who finds in himself no witness to his vocation in a perennial interest in the young spirits that gather about him.

—National Teacher.

The newspapers are copying our articles which show that they value the JOURNAL.

College Department.

Students at War.

The annual trouble between the Freshmen and Sophomores of the Rensselaer Polytechnic Institute began on Saturday evening, when two Freshmen lost a portion of their hair, the work having been done in systematic style by the "Sophs." This little game aroused the innocent Freshmen, and they at once resolved to have revenge. At 2 p. m. yesterday both classes were obliged to meet in the large room in the lower story of the building in coming and going from their recitations. President Forsyth at once became satisfied that this first meeting at the Institute would result in war, and accordingly at noon Chief Detective Squire, Sergeant O'Brien, and Officers Morrison, Ahern, Walker, and Peter Manning proceeded to the Institute by request to protect the building from being damaged.

Sergeant O'Brien caught one youth trying to knock a door down, and took him to the station house, where he gave his name as John Oliver. Subsequently the Justice fined him \$3, which he paid. Detective Squire requested the young men to adjourn to the adjoining grounds to have the "rush" out. This they decided to do. Upon reaching the open air, the two classes plunged into each other with a will. The result of the performance was that the Sophomores came out a little the best. Trophies of the fray are now on exhibition at Egolf's.—*Troy Whig*.

Scientific.

An Ancient Lava-Flood.

The central and eastern portions of Oregon is a vast, lava-covered region.

Between 200,000 and 300,000 square miles of surface is one field of lava. It is probably the most extraordinary lava-flood in the world. Commencing in Middle California as separate streams, in Northern California it becomes a flood flowing over and completely mantling the smaller inequalities, and flowing around the greater inequalities of surface; while in Northern Oregon and Washington it becomes an absolutely universal flood, beneath which the whole original face of the country, with its hills and dales, mountains and valleys, lies buried several thousand feet. It covers the greater portion of Northern California and Northwestern Nevada, nearly the whole of Oregon, Washington, and Idaho, and runs far into Montana on the east, and British Columbia on the north.

This enormous mass of matter evidently arose through fissures, and flowed until the streams or masses met, forming an almost continuous sheet. The Cascade Range of mountains seems to have been a source of immense overflow.

The area covered by this overflow cannot be less than 100,000 square miles, with an average thickness of about 2,000 feet, but having a thickness in some places of 3,700 feet. The Columbia River cuts through the Cascade Range in a gorge a hundred miles in length, with perpendicular cliffs. The cascades of the river are at the axis of the range, and the cliffs here are 2,500 to 3,800 feet above the river-surface, and are composed of lava, tier upon tier, from top to bottom. Considering surface erosion, 4,000 feet is regarded as a moderate estimate for the original thickness of the lava-flood at this place.

But the entire thickness of the lava has been cut through, and the surface revealed on which the flood was originally formed. Here, at the river's surface, underlying the mountains of lava, are remains of ancient forests, and evidences of interesting geological changes.

There occurs at the river's edge, and about fifteen feet upward, a layer of coarse conglomerate; on this, a layer which appears to have been a dirt-bed, or old-ground surface. On this surface were found two silicified stumps, with their

roots spread out, one of which was two feet in diameter, the roots reaching over an area twenty feet in diameter. Trunks of other trees were seen. Over this was a layer of stratified sandstone, with beautiful impression of leaves of several kinds of forest-trees. Upon this lies about 100 feet of conglomerate, resembling drift, in the bottom of which were found trunks and branches of oaks and conifers. Upon the conglomerate the lava lies in columnar masses to a height of 3,300 feet.

The geological age of the wood and leaf-bearing stratum is believed to be middle tertiary, and, if so, the lava-flood began to occur soon after the miocene.—*Popular Science Monthly*.

A HUMAN SKULL IN SOLID ROCK. — A very strange discovery, interesting to geologists, is reported by the *Osage Mission (Kansas) Journal*. A human skull was recently found near that place, imbedded in a solid rock which was broken open by blasting. Dr. Weirley, of Osage Mission, compared it with a modern skull which he had in his office, and found that though it resembled the latter in general shape, it was an inch and a quarter larger in greatest diameter, and much better developed in some other particulars. He says of the relic: "It is that of the cranium of the human species, of large size, imbedded in conglomerate rock of the tertiary class, and found several feet below the surface. Parts of the frontal, parietal, and occipital bones were carried away by the explosion. The piece of rock holding the remains weighs some forty or fifty pounds, with many impressions of marine shells, and through it runs a vein of quartz, or within the cranium crystallized organic matter, and by the aid of microscope, presents a beautiful appearance." Neither Lyell nor Hugh Miller, it is stated, nor any of the subterranean explorers, reports anything so remarkable as this discovery at Osage Mission. The Neanderthal bones were found in loam only two or three feet below the surface, whereas this Kansas skull was discovered in solid rock.

Educational Press.

Sex and Education.

(The following extracts are from Dr. E. H. Clarke's address at Detroit; his book with the above title, has given importance to his views. Eds.)

"Unless men and women both have brains, the nation will go down. As much brain is needed to govern a household as to command a ship; as much to guide a family aright as to guide a congress aright; as much to do the least and the greatest of woman's work, as to do the least and greatest of man's work. Moreover, in both sexes, the brain is the conservator of strength and prolonger of life. It is not the organ of intellect, volition, and spiritual power, but the force evolved from it, more than the force evolved from any other organ, enables men and women to bear the burdens and perform the duties of life; and with its aid, better than with any surgery, can they overcome the 'ills that flesh to.'

"But the organs, whose normal growth and evolution lead up to the brain, are not the same in men and women. Consequently their brains, though alike in microscopic structure, have infused into them different, though equally excellent qualities.

"Build the brain aright, and the Divine Spirit will inhabit and use it. Built it wrongly, and the Devil will employ it. The development of the mind, then, means practically the development of the brain; and the building of a brain is a part of education."

"A wise and appropriate system of education, in its effort to build a brain either for the male or female organization, will endeavor to aid and imitate the process by which Nature performs the same task. Herein physiology can render

infinite service to education, a service that the latter cannot afford to refuse.

"It is impossible, within the limits of this paper, to give even an outline of the wonderful process by which that delicate and marvelous engine, the human brain, is built up—an engine which is only a few inches in diameter; whose weight, on an average, is only about forty-nine ounces; which contains cells and fibres counted by hundreds of millions—cells and fibres that vary in thickness from one one-millionth (1-1,000,000) to one-three-hundredth (1-300) of an inch—an engine, every square inch of whose gray matter affords substrata for the evolution of at least eight thousand registered and separate ideas; substrata in the whole brain for evolving and registering tens of millions of them, besides the power of realizing them under appropriate stimulus—an engine, parts of which are sensitive to innumerable vibrations in a second—an engine that transmits sensation, emotion, thought and volition by distinct fibres, whose time of working has been ingeniously measured to fractions of a second—an engine, a mechanism that can accomplish this, and greater wonders still, without conscious friction, pain, or disturbance, if it is only properly built and its working not interfered with. Not even an outline can be given here of the curious processes by which nature builds this mechanism of inconceivable delicacy and power. Only a few salient points can be dwelt upon, that may serve as hints for the educator's guidance, and these can be presented only in the most general way.

"I once asked a successful merchant and manufacturer, who had accumulated a large fortune, how he managed to make money at a time when all others who were engaged in the same business were losing it. He replied that he had practically learned every detail and branch of his business so thoroughly that he could at any time, if necessary, take the place and perform the special work of any of his workmen. In one, and a most important sense, he was made by and out of his business.

"Two duties, then, are imposed upon our civilization. Two problems are presented to our educators. The duties are, first, to secure the perpetuation of the race in America; and, secondly, to provide for the survival of the fittest here also. The problems are, first, to develop the individual to the highest degree; and, secondly, to obtain the development without interfering with the perpetuation of the best. In other words, humanity demands, and our education must give, both the highest development of the individual, and the perpetuation of the fittest. It has been argued with much apparent force that these two results are impossible because the highest cerebral development, being made at the expense of the rest of the organization, sterilizes the individuals whose brains attain such supposed magnificent proportion and quality. This is not the place, nor does it fall within the scope of this paper to point out the fallacy of such a statement.

"Poor brains, automatic ganglia, will grow like weeds, without cultivation, or any soil. The best brains, the only sort the world needs, are built by education or educated evolution, in accordance with working plans that nature furnishes. Let us endeavor then to get some notion, however crude, of the way in which the Divine architect, whom we know as Nature's God, builds a human brain. By so doing we shall clear the way to a correct understanding of the relation of sex to education.

"The building of a brain—this is to day's social problem; and teachers are largely charged with its solution. When this is solved, all other problems will be easily disposed of; for the human brain is the last, the highest, 'the consummate flower' of Nature's development on this planet. It cannot be made, except as the crown of the rest of the body. No perfect brain ever crowns an imperfect body. When Michael Angelo rared St. Peter's dome in the air, he made every stone beneath contribute not only to the use and beauty of the part he put it in, but to the support and power of the dome. The brain must be built in connection with the

building of the rest of the body, remembering constantly that the imperfections of the latter reflect themselves upon the former.

"In one sense the process of brain-building is alike for the two sexes; in another sense it is different. It is the same for both, inasmuch as the process which evolves the best possible brain, by means of appropriate brain exercise, including cerebration out of the underlying organization, is alike in the two sexes.

It is different for the two, in so far as there are any organ or sets of organs in the structure of one sex that are not in the structure of the other, provided the organization of both sexes is normal and all their functions normally performed, the same sort of brain work will develop the brain of each. But if the methods of education render abnormal any part of the body, or interfere with any function, there will not only be damage to the part disturbed, and friction in its function, but the brain will suffer, just in proportion to the importance of the organs disturbed, and the amount of the disturbance.

The object of education for the sexes is the same. The physiological principle which should guide their education—that is, the appropriate development of the whole organization, so as to evolve the best brain—is the same. The application of this principle to home, social, and school life demands diversity of management. The same law, but diversity of application.

"The only difference between the sexes is sex; but this difference is radical and fundamental, and expresses itself in radical and fundamental differences of organization, that extend from the lowest to the highest forms of life.

"Progress is impossible without accepting and respecting difference of sex. That it is physiologically possible to diminish it, by an education arranged for that end, no physiologist can doubt; nor can it be doubted that identical methods of educating the sexes, such as prevail in many of our schools, tend that way. One result of a school system, animated by such methods, is to make a very poor kind of women out of men. Fortunate for the republic, if no illustrations of the truth of this remark could be found within its borders. The best quality, noblest power, and supreme beauty of the two sexes grow out of their dissimilarity, not out of their identity.

Superior People.

One more word to the teachers waiting for scholars, before they and their multitudinous swarms disappear from view for another six months—don't inflict too many great men on the next generation. There is not a Bob or a Joe who shoulders his school-bag this week who has not been adjured from his cradle to become a President, a missionary, or a millionaire, "a great and good man" of some sort or other. As soon as he could walk father and mother were on the watch to discover some peculiar talent in him. From the day he enters school until he leaves it, the prizes and honors are the objects at which they aim for him. That he should jog on with the hard-working rank and file of boys who master just enough knowledge to enable them to jog on afterward with the rank and file outside, honest mechanics, tradesmen, professional men, agreeable fellows and good workers who earn their bread and butter and make no mark in the world—what father or mother imagines such a fate possible for their prodigy? Yet in nine hundred and ninety-nine cases out of the thousand he does so jog on, in school and in the world, and bears the gall and bitterness of disappointment that he could not reach the unattainable mark they set set before him.—*N. Y. Tribune.*

That only can be called mental food which becomes assimilated with the mind, and thus constitutes part of the mind itself. The food received into the stomach is not nourishing unless its constituent parts are changed into nerve and muscle and bone. If not so changed then it is not food in the true sense of the term. Nor do the words and definitions constitute any part of true education unless changed into thought, and

incorporated into the incorporeal structure of the mind itself. To believe, then, that a crammed intellect is a cultivated intellect, would be as absurd as to suppose that a man was an athlete because he had a full stomach. The history of many of our gold medalists fully sustains this view. No doubt they were well crammed with class book-lore; no doubt their lexicons were well-thumbed, and that many a weary hour they toiled to fill the mental receptacle with words and phrases, but what of that? Their memory power taken away, and what was left?—*Ontario Teacher.*

What is the Object of our Teaching?

Fellow teachers, how are we training our pupils? If their lives shall be aimless and useless, will the blame lie at our door? We spend much time in discussing which of the several school branches are most important to be taught, and the best methods of teaching them; but how often do we take counsel how to lead our pupils in the way that shall conduct them to useful lives? Do we keep it distinctly before their minds that all their efforts should be for a purpose, and that purpose a high and noble one? Alas, that we teachers spend so much of our time in the mere routine recitation work of the school room! Our ambition is to make brilliant mathematicians, linguists, and adepts in the several branches of our course of study, than to train children and youth to become useful men and women. Truth justifies us in asserting that the operations of our systems of instruction are unequal upon the powers of the child. Their policy aims more at the development of the intellect than of the heart. From the primary school to the college, our system of education points too much to the material wants of life. Children seem to be educated to be made shrewd and sharp, as though the chief end of man were to get money. They are crammed with information, instead of having their faculties disciplined, strengthened, and balanced. Precocity of intellect is too much sought for and cultivated on the hot-bed plan. Indeed the grand defect of our schools is, that while many things, excellent and necessary in their place are taught with great emphasis, other things more needful are omitted and passed over so lightly as to throw into the shade their vast importance. We teach physiology, the sciences and laws of bodily health, which is most certainly a moral duty. But let the whole truth be told, that health, in its proper sense, pertains more to the soul than to the body. We also teach our children the science of numbers, than which nothing is more necessary for the business offices of life, or better calculated to develop the faculties of the mind. Nevertheless, the greatest of all sciences is, to learn so to number our days as to apply them unto wisdom.

A. P. STONE.

When you read a good author (and you should read no other), mark and commit to memory the most striking and beautiful passages. This has always been the practice of the best and greatest men. One of Milton's greatest consolations during the long and dreary night of his blindness, was to recall to mind the treasures he had gleaned in the fields of literature in his earlier and happier years. The memorizing of a few lines each day—an easy and delightful task—will in a few years store the mind with riches more valuable than gold—riches that no panics can affect no thieves steal. And it is well to exercise the minds of pupils in the same way. Such an exercise is one of the very best means of culture. It strengthens the memory; fills the mind with beautiful thoughts and sentiments; stores the memory with beautiful expressions; cultivates a literary taste; gives a love for reading good books; and exalts and purifies the soul, by holding it up to the contemplation of pure and lofty ideals.—*Normal Monthly.*

The Trustees of the Olivet College, Michigan, have by special effort raised the \$120,000 needed to endow it, and there is great rejoicing over the result.

Selections.

The Diamond.

(We give below a description of the nobles gem, mainly, to provide a teacher with an illustrative lesson for her pupils.)

The *Diamond* is the hardest known substance, and one of the most unalterable gems. It is not affected by chemicals, is infusible, only to be consumed by exposure to a long-continued or very high temperature; and these qualities, combined with its rare brilliancy, make it the most valuable of precious stones. It is pure carbon; chemically almost the same as graphite, or plumbago, and charcoal; but very different from them in its transparency and lustre. It is generally found in octahedral crystals, having highly polished faces; and although possessing some beauty in this natural state, owing to the high lustre of the faces, yet it has not a tithe of the splendor exhibited by a well-cut brilliant. The ancients did not know how to cut the extremely hard diamond and were content to wear it in its natural state, but even thus they prized it highly.

In 1456 Louis Berquen, a Belgian, brought the art of diamond-cutting to a high state of perfection, and it is now carried on chiefly in Amsterdam by the Jews. Nothing but diamond will cut diamond, and therefore the stones are first roughly shaped by cleaving off slices of the gems and rubbing the two stones together. Afterwards they are brought to the exact shape required, and finely polished by grinding against a very swiftly revolving disc of soft steel, smeared with oil and diamond dust. On this operation of cutting depends the brilliancy and consequent value of the gem; and as diamonds are sold by weight there is a great tendency to so cut the stone that it may weigh as much as possible. This, however, is a great error, as a stone must be cut in a certain way in order to develop the most perfect lustre, and any additional weight inevitably injures the effect of the cutting.

The most common form of cut diamonds is the well-known brilliant, familiar to all. Another less common form, but producing a fine effect, is the rose diamond,—a flat bottom, surmounted by a faceted pyramid, terminating in a point.

According to their transparency and lustre, diamonds are classified into stones of the first-water, second-water, and refuse stones. To be the first-water a diamond must be absolutely colorless, very lustrous, and perfectly free from flaws. An undecided tint of any color injures its value; and although deep red, green, or blue hues may give the stones an exceptional value as fancy specimens, yet in the ordinary market they would be much less esteemed. A yellow tint always depreciates the value; and on this account many of the stones so recently found in South Africa bring low prices. These African stones, moreover, lack the perfect lustre of Brazilian diamonds, and have in consequence commanded far lower prices.

A well-cut diamond, of the first water, is at present worth in New York about \$50 gold, if it weighs half a carat (the carat being four grains Troy); if weighing one carat, \$485; if two carats, \$550. Above this weight the value depends on very delicate shades of difference. One stone of three carats may bring \$800, another might be worth \$1,000. Above three carats the price is only settled by agreement. A diamond of five carats is a very large stone, and above one hundred carats few are known.

As examples of some of the most celebrated diamonds may be cited the *Koh-i-noor*, one of the English crown jewels, weighing uncut 793 carats; and, after twice cutting, 106 1-16 carats. It is, perhaps, the finest diamond in the world. The *Rajah of Mattam* has one of 367 carats. The *Great Mogul* diamond weighs now 279 9-16 carats; uncut 900. The *Star of the South*, a Brazilian stone, and one of the most beautiful brilliants, weighs 125 1/2 carats.

Diamonds are found in alluvial deposits, from which they are separated by washing. In Bra-

zill the work is done by slaves, and the fortunate finder of a stone of over seventeen carats receives his freedom and a suit of clothes. Scarcely one in ten thousand is found to weigh so much, and the majority of them weigh but a very small fraction of a carat.

Numerous attempts have been made to produce artificial diamonds, but, for sufficient reasons, they have proved in vain. It is even doubtful whether microscopically small crystals have been formed. Diamonds are, however, very well imitated by pastes, which possess all the beauty and fire of the real stones, and flash in our street cars, theatres, and shop windows, quite secure from detection, except by a shrewd judge of human nature as well as of stones.

What Boys do in Japan.

We have just had a foreign guest at our house, in whom we are all much interested—a young Japanese, the son of a gentleman in Northern China. He has been in California more than a year, and came East with the Embassy, passing those awfully dull days with them at Salt Lake City, of which place and its people he says very many funny things. But what we are going to tell you now, is how the boys sometimes amuse themselves in Japan. He says that on his father's place—which is on a large plateau, surrounded by high hills—is an artificial fish pond. In it are a great many fish of a species he has not seen here, that are about a foot long, and are very beautiful in color and form. They are as playful and as tame as the kittens on our hearths. One of his favorite amusements was, going to this pond and knocking on the edge of the tank with a hard substance, to make a noise, when every head would be turned in the direction of the sound, and every fin employed in making for him, the fish expecting some treat from his hand. If, to tease them, he threw nothing in at first, but his empty hand into the water, with his fingers all spread out, they would gather around it, and seize his thumb and fingers in their mouths, till he had as many fish as he had thumbs and fingers, playfully snapping and biting at them, as we have all seen puppies do.

But this paradise of Japanese fish was often rudely broken in upon, for it was not kept expressly as a plaything for the boys, but was the source which supplied fish for the table. Whenever fish is wanted for dinner, the cook goes to the tank and knocks, and when the poor, unsuspecting things swim up to her, she catches such of them as please her, and before they know where they are going, she has them in pot or pan on the fire.

This young Japanese expressed much surprise at seeing cranberries eaten at the table, and said that in the mountains of Japan they grow very large and beautiful, but are never cooked. Some old man occasionally goes up the mountain and picks a long basketful of them, which he brings on his shoulder down to the town. Here the boys gather about him, and for a small coin purchase the right to crowd their pockets with them. And what use do you think they make of this otherwise useless fruit? The boys blow the glowing berries through rattan tubes, as our boys blow white beans through tin ones. That's what cranberries are used for in Japan, where they grow in great perfection.—*Watchman and Reflector.*

The energy of a little American village is shown by the recent burning of the college chapel at Benzonia, Mich. While the fire was still raging a meeting of the citizens was held, at which it was decided to immediately erect a new building; and the money was contributed that same day, in sums of \$500 down to \$1, young men, young ladies, and little boys, pledging themselves in the smaller sums, such as they could give from their earnings.

There are 221,000 school teachers in this country, and 14,000,000 children of school age who come, or ought to come, under their tuition. This averages one teacher to about 66 scholars. To support our schools we spend \$95,000,000 annually, or about \$6.50 for each child.

The Dew-Drops of the Heart.

"And they shall be accounted poet-kings.
Who simply tell the most heart-easing things."
—*Knots.*

When to the puny infant's sense
Grief first life's pains impart,
What soothes and gives it sustenance?
The dew-drops of the heart.

When boyhood's sports are mixed with pain,
What then can heal the smart,
Check and suppress the tearful rain?
The dew-drops of the heart.

In youth, when unrequited love
Has hurled his venom'd dart,
What can alone the pang remove?
The dew-drops of the heart.

When manhood's cares the brow obscure,
While fluctuates the mart,
E'en carking cares, like these can cure
The dew-drops of the heart.

In feeble age with glory crowned,
While acting well his part,
E'en then a quickening draught are found
The dew-drops of the heart.

And when the flickering soul would shrink,
Just ready to depart,
What cheers her passage o'er life's brink?
The dew-drops of the heart.

Why shrinks the soul, inclined to quail,
Back on herself to start?
In heaven itself shall never fail
The dew-drops of the heart.

S. T. L.

*** A writer on musical education, in Appleton's Journal, says we cannot suddenly make a musical nation of America by symphony concerts, regimental bands, and national jubilees. At present music is looked upon as such an entirely unnecessary accomplishment that our private schools give it no attention, and allow no extra time to such of their pupils as undertake the study. The consequence is, that parents are unwilling to impose upon their often-over-tasked boys a study which for some years must necessarily be tiresome, and to most children uninteresting. The frequently-adopted plan of waiting to see whether children "have any taste" or "show any love" for music, is a wrong one. No child would prefer practising scales to playing ball; and few boys, if the cultivation of their tastes depended upon the whims of their ever-flying fancies, would turn into educated men. First give them the opportunity of forming a taste, and for its development trust to the aesthetic element of their nature. This principle once recognized, as it is to a very great extent on the continent of Europe to-day, would, ere many years, insure to music an important place in the education and estimation of Americans. Then, and not till then, shall we feel in their full power those refining and civilizing influences which music, like all beautiful arts, brings to those who award her the place which her votaries hope and believe she will yet hold in the New World as she does in the Old.

WRITE, WRIGHT, RITE, RIGHT.—A school superintendent gave a teacher the following sentence to write: "A cynic by the name of Wright, in Wrightville, Wright county, out west, recently writing on woman's rights, said: 'That it is so seldom that women do write what is right concerning their rites, that it is no more than right that when they do write what is right of each rite, men should willingly acknowledge that it is right.'" Now, if Mr Wright is not right, then he had no right to write the above; and it would be better for him to work at his trade, as every wheelwright should do.

On Slang.

(Here is a young lady's conversation about her new hat:—)

"There, how's that for high?"
"Oh, isn't that sweet, how much was it?"
"Only five dollars; cheap enough."
"Yes, indeed; but you said you were going to have pink, this is blue."
"Never mind it's all the same in Dutch."
"It's raging hot here."
"Well, I don't know as I can make it any cooler," said Nellie, looking round, "I 'spose father'd kill me if I'd open a door." (Her father requested the day before to keep the door closed.)
"I guess it's time for me to absquatulate," said Maggie rising.
"Don't tear yourself away. Are you going to the lecture, to-night?"
"George Sanders said he should go home with you to-night."
"Did he? He'd better spell able first."
"That's so. If there's anything I hate, 'tis the boys bothering round; they ought to be put in a barrel and fed through the bung-hole until they are old enough to behave."
"I must bid you a fond adieu now I've got thousands of errands to do."
"Well, good-bye."
"Oh, the dickens, I've left my parasol."

*** The Brahmo Somaj, is the name of a new but rapidly growing theistic body in India. One of its members, Chunder Mazoomdar, recently preached in a Unitarian church in Manchester, Eng., and gave this account of the body to which he belongs:—They were not opposed to Christianity, and much of the doctrine they taught had been joyfully received from the teachings of Jesus Christ and his apostles. But they received truth from whatever source it came. They received with patriotic veneration the noble and elevating teachings of their Aryan forefathers, which were chanted to this day by the Brahmans on the banks of sacred rivers. They listened to and accepted the pure monotheism preached by Mahomet in the sandy deserts and rocks of Arabia, which taught them to render to the one God sole and undivided honor. They studied with reverence the maxims of Confucius, and were ever open to receive with respect the discoveries of science and the speculations of philosophy. Truth from all these diverse sources they were open individually to teach and to receive, but the cardinal principles of their creed were simple and universal—the fatherhood of God and the brotherhood of all men, and all tribes and kindreds of men. The creed necessarily forced them into the advocacy of moral and social reform, and engaged them in a crusade against idolatry, the system of early marriage, and the correlative institution of suttee or widow burning, the great dividing institution of caste; but the moral and social work was subordinate to their spiritual work. In order to carry on their church organization effectually and extend it, a missionary agency was required, and had been established, and their missionaries had been received gladly, not only in Bengal, but throughout India.

PLUTARCH, in his laconic maxims, relates the following of Agesilaus, the Great: When once, in his youth, the latter took part in a festivity, and the leader of the choirs appointed him to a seat only occupied by the lower classes of people, although he had already been acknowledged universally as king, he remained perfectly calm and only said: "I will show that not the place honors the man, but that it is the man who reflects honor upon the situation he occupies."

This beautiful passage we also find expressed in the very same words in the Talmud, Thaanith 23: "Not the place honors the man, but the man does honor to the same."

*** The Berlin Academy of Sciences offers a prize of \$200 for the best essay recording experiments, satisfactorily proving whether the changes in the hardness and friability of steel are due to physical or chemical causes, or to both. Papers are to be sent in before March, 1876, and the prize will be paid in July.

The First Celebration.

The first Fourth of July celebration was in Philadelphia, in 1787. The young Congress was in session there, and a resolution was adopted to adjourn over the anniversary of the Declaration of Independence and have a dinner. On the morning of the Fourth they went on board a frigate in the harbor and a salute was fired. John Adams described the proceedings in a letter to his daughter. "When we returned to the landing," says his account, "we were saluted with three cheers from every ship, galley, and boat in the river. The wharves and shores were lined with a vast concourse of people all shouting and huzzing in a manner which gave great joy to every friend to this country and the utmost terror and dismay to every lurking Tory. The Congressional dinner was at the City Tavern. Volleys were fired between every toast by a company of soldiers drawn up before the tavern. Music was furnished by a band of Hessians captured at Trenton. Detachments of troops on their way to camp were paraded and reviewed on the common. In the evening I was walking about the streets for a little fresh air and exercise, and was surprised to find the whole city lighting up their candles at the windows. I walked most of the evening and I think it was the most splendid illumination I ever saw. A few surlly houses were dark, but the lights were very universal, considering the lateness of the design and the suddenness of the execution. I was amazed at the universal joy and alacrity that were discovered and at the brilliancy and splendor of every part of the joyful exhibition. I had forgot the ringing of bells all day and evening, and the bonfires in the streets, and the fireworks played off. Had Gen. Howe been here in disguise, this show would have given him the heartache."

How Thimbles are Made.

The manufacture of thimbles is very simple, but singularly interesting. Coin silver is mostly used, and is obtained by purchasing coin dollars. Hence it happens that the profits of the business are affected instantaneously by all the variations in the nation's greenback promises to pay. The first operation strikes a novice as almost wicked, for it is nothing else than putting a lot of bright silver dollars, fresh from the mint, into dirty crucibles, and melting them up into solid ingots. These are rolled out to the required thickness, and cut by a stamp into circular pieces of any required size. A solid metal bar of the size of the inside of the intended thimble, moved by powerful machinery up and down in bottomless mould of the outside of the same thimble, bends the circular disks into the thimble shape as fast as they can be placed under the descending bar. Once in shape, the work of brightening, polishing, and decorating is done upon a lathe. First, the blank form is fitted with a rapidly-revolving rod. A single touch of a sharp chisel takes a thin shaving from the end, another does the same on the side, and a third round off the rim. A round steel rod, dipped in oil and pressed upon the surface, gives it a lustrous polish. Then a little revolving wheel, whose edge is a raised ornament, held against the revolving blank, prints that ornament just outside the rim. A second wheel prints a different ornament around the center, while a third wheel with sharp points makes the indentations on the lower half and end of the thimble. The inside is brightened and polished in a similar way, the thimble being held in a revolving mould. All that remains to be done is to boil the completed thimbles in soapsuds, to remove the oil, brush them up, and pack them for the trade.—*Exchange*.

HALF-PENNY AND FARTHING.—Their origin was in the time of William the Conqueror. When he began to reign, the penny was cast with a deep cross, so that it might be broken in half, as a half-penny, or in quarters, for four-things, or farthings.

In London, a young lady took the highest prize in an examination in law.

The Deepest Well in the World.

At about twenty miles from Berlin is situated the village of Sperenberg, noted for the deepest well that has ever been sunk. Owing to the presence of gypsum in the locality, which is at a moderate distance from the capital, it occurred to the Government authorities in charge of the mines to obtain a supply of rock salt. With this end in view, the sinking of a shaft or well 16 feet in diameter, was commenced some five years ago, and, at a depth of 280 feet, the salt was reached. The boring continued to a further depth of 960 feet, the diameter of the bore being reduced to about 13 inches. The operations were subsequently prosecuted by the aid of steam, until a depth of 4194 feet was attained. At this point the boring was discontinued, the borer being still in the salt deposit, which thus exhibits the enormous thickness of 3,907 feet.

Chimneys.

In 1300, chimneys were scarcely known in England; one only was allowed in a religious house, one in a manor ditto, one in the great hall of a castle, or lord's house; but in other houses they had nothing but what was called "Rere Desse," where their food was dressed, and where they dined, the smoke finding its way out as best it could. In King Henry VIII's time, the University of Oxford had no fire allowed; for it is mentioned that after the stewards had snuffed, which took place at eight o'clock, they went again to their studies till nine, and then, in the winter, having no fire, they were obliged to take a good run for half an hour to get heat in their feet before they went to bed.

The Birds-of-Paradise received their name from the idea, entertained at one time, that they inhabited the region of the Mosaic paradise. They live in a small locality in Australasia, including Papua or New Guinea, and a few adjacent islands. They are not easily tamed and kept confined; and few have been brought alive from their native locality. Mr. Beale had one at Macao, China, that had been in captivity nine years; but very few have been carried to Europe, although specimens of the skins and prepared birds were taken more than 300 years ago. In form and size they somewhat resemble our crow, or blue-jay; but some are smaller. They are usually included in the tribe of cone-bills, though their bills are quite slender for that group, and a little compressed. The bills are covered at the base with downy or velvety feathers, which extend over the nostrils; their wings are long and round; the tail consists of ten feathers, two of them, in some species, very long; legs and feet very long, large and strong; outer toe longer than inner, and joined to the middle one toward the base; hind-toe very long; claws long and curved. But they are chiefly remarkable for the wonderful development of various parts of their plumage, and for the metallic splendor of its rich hues. The sides of the body, and sometimes of the head, neck, breast, or tail, are ornamented with lengthened, peculiarly developed, and showy feathers.

VALUE OF SALT.—In Africa the high-caste children suck rock-salt as if it were sugar, although the poorer classes of natives cannot indulge their palates. Hence the expression in vogue amongst them, "He eats salt with his victuals," signifying that the person alluded to is an opulent man. In those countries where mineral salt is not procurable, and where the inhabitants are far removed from the sea, a kind of saline powder is prepared from certain vegetable products to serve in its stead. Indeed, so highly is salt valued in some places, that from its very scarcity it is employed as a substitute for money.—*Food Journal*.

VALUE OF REPUTATION.—To illustrate the value of reputation, a stationery house not long ago received an order for wedding cards, which had to be executed in such great haste, that it was forgotten to put the imprint of the house upon them. They were returned the next day, and the order canceled simply on this account.

Compulsory Education.

AN ACT

TO COMPEL CHILDREN TO ATTEND SCHOOL.

[Approved February 25th, 1873.]

The People of the State of Nevada, represented in Senate and Assembly, do enact as follows:

Section 1. Every parent, guardian, or other person in the State of Nevada, having control and charge of a child, or children, between the ages of eight and fourteen years, shall be required to send such child, or children, to a public school for a period of at least sixteen weeks in each school year, at least eight weeks of which shall be consecutive, unless such child or children are excused from such attendance by the Board of School Trustees of the school district, in which such parents or guardians reside, upon its being shown to their satisfaction that the bodily or mental condition of such child or children has been such as to prevent his, her or their attendance at school, or application to study, for the period required, or that such child or children are taught in a private school, or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public school; provided, in case a public school shall not be taught for the period of sixteen weeks, or any part thereof, during the year, within two miles by the nearest traveled road of the residence of any person within the school district, he or she shall not be liable to the provisions of this act.

Sec. 2. It shall be the duty of the Board of School Trustees of each school district in this State, on or before the first Monday in September in each year to furnish the principal of each public school taught in such district with a list of all the children, resident in the school district, between the ages of eight and fourteen years, said list to be taken from the report of the School Census Marshal. At the beginning of each school month thereafter, it shall be the duty of the principal of each school in such district to report to the Board of School Trustees of such district the names of all children attending school during the previous month, when it shall appear at the expiration of four school months, to the Board of School Trustees, that any parent, guardian, or other person having charge or control of any child or children shall have failed to comply with the provisions of this act, the Board shall cause demand to be made upon such parent, guardian, or other person, for the amount of the penalty hereinafter provided; when, if such parent, guardian, or person shall neglect or refuse to pay the same within five days after the making of such demand, the Board shall commence proceedings in the name of the school district for the recovery of the fine hereinafter provided, before any Justice of the Peace in the township in which said school district is located; or, if there shall be no Justice of the Peace therein, then before the nearest Justice of the Peace in the county.

Sec. 3. Any parent, guardian, or other person having control or charge of any child or children, failing to comply with the provisions of this act, shall be liable to a fine of not less than fifty dollars, nor more than one hundred dollars, for the first offence, nor less than one hundred dollars, nor more than two hundred dollars for the second and each subsequent offence, besides the cost of collection.

Sec. 4. Whenever it shall appear to the satisfaction of the Board of School Trustees of any school district in this State that the parents, guardians or other persons having control and charge of any child, or children, in attendance upon the public school of said district, in accordance with the provisions of this act, are unable to procure suitable books, stationery, etc., for such child or children, it shall be the duty of such Board to procure or cause to be procured for such child or children, all necessary books, stationery, etc., the same to be paid for out of the fund of said school district, in the same way that other claims against the school district are now allowed and paid; provided that all books, stationery, etc., purchased under the provisions of this act shall be deemed to be the property of the school district, to be under the care and control of the School Trustees, when not in actual use.

Sec. 5. All fines collected under the provisions of this act shall be paid into the County Treasury on account of the State School Fund.

Sec. 6. It shall be the duty of the County Superintendent of Public Schools in each county in this State to cause this law to be published in some newspaper in his county, if any there be, four consecutive times, annually, for a period of two years, the expense of such publication to be allowed and paid out of the General School Fund of the county. The Board of School Trustees in each school district shall cause to be posted, annually, for a period of two years, in three public places in their district, notices of the requirements and penalties of this act.

Sec. 7. This act shall take effect and be in force from and after its passage.

GOLD IN SEA-WATER.—In a series of researches on the composition of sea-water, a chemist named Sonstadt has been able to make out the presence of gold as one of its constituents. It appears to be completely dissolved, and is held in solution by the action of iodate of calcium, which, as shown by the same chemist, sea-water also contains. He demonstrates the presence of gold by three separate and entirely different methods, and estimates the proportion to be less than one grain per ton of water.

New York School Journal, AND EDUCATIONAL NEWS.

PUBLISHED WEEKLY.

NEW YORK, OCTOBER 3, 1874.

WILLIAM L. STONE, }
AMOS M. KELLOGG, } Editors.

WM. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

We want a *SPECIAL AGENT* in every town to whom we will pay a liberal compensation. Send to Editors for terms, etc.

OFFICE NO. 17 WARREN STREET, NEW YORK.

The Cost of Education.

The estimate for supporting the public schools of the City of New York during the ensuing year, is the enormous sum of \$3,683,000. This may well demand a brief consideration. The educational motto, seems to be "millions for the schools." There is no diminution to the demand for further appliances and larger facilities to extend the field of knowledge. A party is being formed to urge the founding of a National University, to be supported by annual appropriations from Congress, and its object is to open the doors, without cost, to every student.

Three questions arise when a large sum like this is appropriated: (1.) What *objects* are being sought by what may be termed the Educational party? (2.) Are the objects now achieved worth the large sums that are constantly demanded of the treasuries of town, city, and state? (3.) Can we afford them?

It might seem easy to state what the platform of the educationists is, but the goal to-day is but the starting-point to-morrow. It was satisfied once with a school in each district, affording an opportunity to children to become educated on payment of a moderate rate-bill. Next, the school was made partially free; next wholly so. Then came persistent efforts to obtain free higher education, and that has been successful; and now Prof. Andrew D. White tells us in eloquent words there is pressing need of a free university supported by the money of the nation. And remembering that New York City has provided a free college, and that the State of Michigan has had for a number of years a thoroughly equipped university, it is by no means impossible that the United States will also enter upon educational work as well as the States themselves. It is by no means easy to say, therefore, what are the precise objects in view by those who prompt public action on questions relating to education. Undoubtedly, however, there is an idea undeveloped perhaps, as yet, that a necessary element of progressive civilization consists in the enlightenment of every citizen without reference to condition; it may not have put it down as a plank in the platform, but there is no question that in due time it will be *Resolved that every advantage of know-*

ledge, science, art, or skill, is "and of right ought to be free" to every one who wishes to possess it.

As to the second point, whether the objects are worth the outlay, it is not proposed to enter here upon a discussion of the merits of education itself. The American people have their minds too firmly made up and have considered the subject too long, to doubt in the least that of all the advantages accruing to mankind from civilization none is to be compared with education. But whether the present means, the present plan, the popular schemes of the day bring forth results at all equal to the cost? that is the question worth considering. Within the memory of many there was such a thing as a "born teacher," a man "gifted to teach"—such were sought for our schools; in those days "gumption" passed for something; the art of management, knowledge of human nature, and ability to "wake up mind," were considered of prime importance. Education is now too generally degenerating into instruction; it has become a business to teach; there is no opportunity for men of genius and originality. With the advantage (arising from a strict supervision) of not having an ignorant teacher, have come in certain losses. Nor is it too much to say that, perceiving these, very many of our most thoughtful superintendents, standing in positions where results can be measured, express themselves as dissatisfied and disappointed. Again, childhood is a period when intellect, as a rule, has little sway; the toy, the bubble, the game, the enjoyment, are justly attractive. To subject the young human being to restraint is severe; but to demand of him to learn, to think, to reason, and move forward in an exact, and thoroughly business-like way, is unnatural. So that vast numbers of pupils come forth from the school without ever having felt any spark of enthusiasm over their studies. In the course of time this tells on character, for a young child should be trained as in the household, on all sides; something of practical knowledge, something of duties to parents and each other, something of the obligations to serve God should be taught him; and if he does not receive this complement to reading, writing, and spelling, he comes forth a one-sided and imperfectly developed force to enter the society of his fellows.

The fault, perhaps, lies not in our system; it lies in the inability of the teachers, their insufficiency for the high task of properly educating childhood. They understand the elements of knowledge to a certain extent, but this is but a fragment of what is demanded of the teacher. No one has better stated this truth than Superintendent Kiddle. His language shows that he feels as well as knows: "There is no canon of the teacher's art more thoroughly fundamental and general in its application than that to teach with success consists in *fully understanding the mental condition of those to whom the instruction is addressed.*"

These considerations lead to a field of remark too extensive to be entered upon farther. It is sufficient, however to conclude that the vast sums we expend for educational purposes do not produce proportionate results; and the problem to be solved is this: how to procure and retain genuine, *bona fide* TEACHERS.

And lastly whether we can afford these sums depends on whether we are willing to stop throwing away our public money on political men and schemes that do no good. America

must resolve itself into a nation that will do as our New England families do—economize on every thing "to give the children a good education." The money given to care for lunatics, for idiots, for legislators who spend but a brief time at their annual work, for appropriations to replace what thieves have broken in and stolen away from our State treasuries, and for other purposes is really making the educational tax a burden. It may be set down as a truth, discovered by costly experience, that all expenditures for educational purposes are wise if directed so that the individual emerges from the school nobler, stronger, purer, and more expert for his duties, and therefore not too costly a means of making men.

The Lord Mayor of Dublin.

This distinguished gentleman, who is visiting America to examine her institutions, on Monday last, inspected two of our educational institutions.

Accompanied by President Wilson of the Board of Education, and Commissioners Kelly, Patterson, Beardsly, Baker, and Jenkins, together with Superintendents Kiddle and Jones, he was conducted to Grammar School, No. 59. He was here received by the Principal, Mr. John Boyle, and conducted into the presence of the pupils. It was at once apparent that he was most favorably impressed by the fine appearance of the boys, by their regularity, and the manifest good discipline prevailing. After being introduced he made but a brief stay.

Leaving this school the party then visited the Normal College. They were met by President Hun'er and escorted into the general assembly room, and seated on the platform. The large hall was soon filled by the thousand young ladies, and their order and general graceful appearance produced a feeling of respect and admiration from the whole company. The Lord Mayor was introduced by President Neilson in a very happy manner; afterwards our own worthy Mayor was presented; and he by his humorous remarks put all into the best of spirits. The Lord Mayor paid the compliments in a brief but very emphatic manner, and took occasion to give some good counsel to the pupils, to make a good use of these valuable means for their mental improvement. In return the young ladies gave some recitations with an ease and charm of manner that attracted general comment. After passing through several of the class-rooms the company left to visit the Bureau of Emigration.

The New Law.

We do not doubt that every one of our readers will peruse with satisfaction the able article on "Compulsory Education" from the pen of DEXTER A. HAWKINS, ESQ. We have had a good many inquiries by parties out of the city as to the method of procedure. There is undoubtedly in some localities a field of very responsible and expensive work for school trustees, so that Mr. Hawkins' paper will receive unusual and marked attention.

In this number, we also print the law as it was lately passed by the Legislature of Nevada. By those who think that the law of New York State is too severe, it will be observed that while the penalty exacted in New York State is, at the outside, \$65 per year, that of Nevada places it at from \$50 to \$200. It is well for our people to see how heavy a penalty other states put on.

A Memorial.

We have received a copy of a very tastefully printed memorial of Master LOUIS T. JEWITT, a late pupil of Grammar School, No. 35, who was drowned while bathing on Wednesday June 24. He was born August 4th, 1859, and was in his fifteenth year. The memorial contains several appropriate practical tributes from friends of the family, in addition to the remarks of Mr. Bowne, made at the school. The body was recovered on the following Sunday, and taken to Vermont the following day. On Monday morning the 29th, Mr. J. M. FORBES, the Principal, at the opening exercises, read the 90th Psalm, and made the announcement of the death and funeral services of Master JEWITT, after which, by invitation, Wm. OLAND BOURNE addressed the same, as follows:

YOUNG GENTLEMEN: In the presence of the announcement which has been made by your Principal, it would perhaps be more fitting that a stranger should silently sympathize in your bereavement, and let the sad and solemn eloquence in which God speaks by His Providence be the best utterance of this event to your own hearts. I have long desired to visit you, but I did not expect that my visit would be commemorated by the announcement of your loss. I had already learned of the death of your classmate and your friend. I had already been informed of the sudden calamity by which he had been removed from your side—that in an hour his glad young heart had ceased its beating—the happy hopes which passed before him in his early dreams had all vanished—the beautiful web which his fancy had woven out of the future, like the gossamer jewelled with the dew of the morning, had been so quickly swept away. And now the last duty of those who loved him remains to be performed, and he is to be laid in his silent grave to sleep in the dust till the morning when the resurrection of the just shall clothe the departed with the glory of the immortal.

Your friend and schoolmate, Master LOUIS T. JEWITT, has passed away from your joyous companionship. His quick elastic step will no more hasten him to these pleasant halls. His bright eye will never again meet yours in the happy glee of the play-ground, or in the diligent search for the treasures of knowledge. His ringing laugh will no more join with yours in the pleasures of your leisure hours. His voice will no more unite in the morning hymn in which you offer up praise to your Creator. You will miss him as you look at his vacant seat. You will miss him as you walk home from these familiar class-rooms, and in other years you will remember the name and the early death of your friend. To you all, TEACHERS and SCHOOLMATES, I offer my sincere sympathy.

The sweetest and most honored poet of America, WILLIAM CULLEN BRANT, has beautifully said in one of his poems written many years since, and that one by which he will perhaps be best known to the greatest number of readers:

"So live, that when thy summons comes to join
The innumerable caravan, that moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave,
Like one that draws the drapery of his couch
About him, and lies down to pleasant dreams."

This sacred invitation to the purity and beauty of a holy life is full of instruction for the young as well as the old. Death lays his icy hand on the infant and on the veteran. He calls away the strong man in his prime, and the youth just reaching out his hands to catch the golden prizes of his early hopes. From your side he has taken a friend whom you know and loved. His youthful hands will grasp no earthly prize. His race is ended when scarce begun. While we stand a few moments and call back to our memory his face, his kind words, and his affectionate character, and let our tears fall in sympathy with those who have lost their only son, let it be the firm purpose of your hearts, my young friends, so to live, that, whether in youth or old age, when the pale angel shall come to call you away, you may all be prepared to leave this life behind you to enter on that holier and better life in the Paradise of God, where the prize shall be a crown of immortal bliss.

Scientific, and Literary Intelligence.

We give below a directory of the Scientific and Industrial Societies of the city of New York. So that all who take an interest in such matters—may be at no loss to find them.

Secretaries of the different Societies will confer a favor upon us by notifying us of any omissions, and any changes.

AMERICAN SOCIETY OF CIVIL ENGINEERS.—Julius W. Adams, President; Gabriel Leverich, Secretary. Rooms 63 William Street. Non-members admitted to meetings held on the third Wednesday of each month, at 8 p. m.

LYCEUM OF NATURAL HISTORY.—Dr. John S. Newberry, President. Rooms 64 Madison Avenue. Meeting every Monday evening: First Monday of the month, business; second, chemical section; third, geology; fourth, natural history. Visitors welcome.

AMERICAN GEOGRAPHICAL SOCIETY. Chief Justice C. P. Daly, President; E. R. Straznicki, Secretary. Room in Cooper Institute. Meetings on the second Tuesday of each month. Admission by a card from a member.

ACADEMY OF DESIGN.—Corner of Fourth Avenue and Twenty-Third Street. T. Addison Richards, Secretary. Department of schools free; department of exhibitions, admission 25 cents.

METROPOLITAN ART MUSEUM.—681 Fifth Avenue. Admission free.

ARTISTS' FUND SOCIETY OF NEW YORK.—Annual sale of works of art, contributed by members for its benefit. Alex. Lawrie, Secretary, 212 Fifth Avenue.

AMERICAN SOCIETY OF PAINTERS IN WATER COLORS.—Annual Exhibitions. Admission 25 cents. J. C. Nicoll, Secretary, 51 West Tenth Street.

HISTORICAL SOCIETY.—Corner Second Avenue and Eleventh Street. Admission by card of introduction from a member.

POLYTECHNIC ASSOCIATION OF THE AMERICAN INSTITUTE.—Prof. S. D. Tillman, President. Room 24 Cooper Institute. Every Thursday evening at 7.30. Admission free.

FARMERS' CLUB OF THE AMERICAN INSTITUTE.—N. C. Ely, President; J. W. Chambers, Secretary. Room 24, Cooper Institute. Every Tuesday at 2.30 p. m. Admission free.

YOUNG MEN'S CHRISTIAN ASSOCIATION.—Corner Fourth Avenue and Twenty-Third Street. Meetings every fourth Monday of the month, at 8 p. m. Free to all young men.

LIBERAL CLUB.—W. L. Ormsby, Jr., President; D. T. Gardner, Secretary. Plympton Building, cor. Ninth and Stayessant Streets. Every Friday evening at 8 o'clock. Admission free.

(For the New York School Journal.)

The Compulsory Education Law.

WHAT IT REQUIRES AND HOW TO DO IT.

I.

The "ACT TO SECURE TO CHILDREN THE BENEFITS OF ELEMENTARY EDUCATION," (Chap. 421, Laws of 1874) imposes the following legal obligations:

(1.) Every person having the control or charge of any child between the ages of eight and fourteen years, must see that such child has fourteen weeks schooling each year; eight weeks of which must be consecutive. (See § 1.)

The Penalty for not doing this is One Dollar for the first offense and five dollars per week for each week of neglect afterwards up to thirteen weeks in any one year; total penalties in each case, per year, sixty-six dollars; the penalties when collected are to be added to the school money of the school district in which the offence occurs. (See § 5.)

(2.) Every child between the ages of eight and fourteen years, must attend school fourteen weeks per year; eight of which must be consecutive. The penalty for not doing this, is the child is deemed an habitual truant and taken charge of by the school authorities and sent to the truant school. (See §§ 7 and 8.)

(3.) No person or company is allowed to employ any child between the ages of eight and fourteen in any business whatever during the school hours of any school-day of the public school in the city or school district where such child is, unless such child has had, in the year immediately preceding such employment, fourteen weeks schooling; and, at the time of employing such child, the employer must receive a certificate of the teacher or school trustee certifying to such schooling. (See § 2.)

The Penalty on the employer for violating this requirement is fifty dollars for each offense; the money to be added to the school-money of the school district in which the offense occurs. (See § 2.)

II.

WHO ARE TO ENFORCE THE LAW.

The duty of enforcing this law is imposed upon the trustees of school districts and public schools, and presidents of Union schools for their respective school districts; or, in case there are no such officers, then upon such officer as the Board of Education of the city or town may designate. (See §§ 3 and 5)

The Penalty upon the above named school officers for not attending to their duty and enforcing this law is not prescribed in this statute; for the reason that the Revised Statutes make such neglect of duty by a sworn public officer a misdemeanor, punishable by a fine of not more than two hundred and fifty dollars for each offense.

The Board of Education in each city, and a Board to be composed of all the school trustees of the public schools of a town are, by Section Eight of the law, made a legislative body for their respective cities and towns with full and ample powers to make, and are required to make on or before January first, next, all needful provisions, arrangements, rules, and regulations to clear the streets and public places during school hours of the public schools, of all children between the ages of eight and fourteen years.

Their code, when prepared, must, before it

goes into effect, be approved by a Justice of the Supreme Court, for the judicial district in which the city or town is situated. (See § 8.)

In order to them enable to enforce effectually their code, when so prepared and approved, they are authorized to require the aid and services of the police of cities and the constables of towns. (See § 8.)

Under this law the school authorities of each city and town have ample power to cure entirely juvenile vagrancy within the boundaries of their respective cities and towns, and to ensure to every child in the State of New York, between the ages of eight and fourteen, physically and mentally able to receive it, at least fourteen weeks schooling per year or its equivalent home education.

The Penalty for not doing this is not prescribed in the Act, for the reason that gross neglect of duty by a sworn public officer is by the revised Statutes made a misdemeanor and punishable as such.

III.

HOW TO ENFORCE THE LAW.

The theory of the Law is that every child in the State between the ages of eight and fourteen is due at the public school in his school district fourteen weeks in each year; eight of which weeks must be consecutive. If he is not at the public schools for this period, his custodians must show to the school authorities a legal reason for his absence. The average length of the public schools is twenty-eight weeks annually. This law requires these children to receive for six years only one-half the schooling the State provides for them. Even if rigorously enforced, it secures to them barely education enough to become good citizens and useful members of society; hence the greater necessity for perfect enforcement.

(1.) The key to success in enforcing the Law is the *Primary School District*. The State at large is divided into Primary School Districts, and, annually, in September, the census of the children within each district of school age is taken and reported through the proper channel to the State Superintendent of Public Instruction, at Albany. This year, and annually hereafter, it will be necessary to obtain not only the number of children of the school age, but also the number between the ages of eight and fourteen years in each school district.

(2.) The name, age, residence, and name of the parent or person having charge of the child between the ages of eight and fourteen must also be taken.

(3.) The school officer will then have a correct list of the children of his district whom the law requires to attend school fourteen weeks during the year, and also requires him to see that they attend, or to enforce the penalty upon the parent or custodian for non-attendance. He will also have the name and residence of the parents or custodians. By the aid of this list, he can serve the notices upon the delinquents with little trouble and delay.

(4.) A copy of the list of children coming under the law should be furnished to the teacher of the district school. The daily report of attendance kept by this teacher will show at once the absentees; and the list of these sent weekly or monthly to the trustee or school officer of the district will inform him who are disobeying the law, and of what parties he must

collect penalties unless they furnish to him proof that the absentees either are attending private school, or are regularly taught at home, or are physically or mentally unfitted for attending school.

(5.) Printed blank forms of notices to delinquents and of summonses for penalties should be furnished by the school board in each town and city to the trustee or school officer of each district. If they could be provided by the State Superintendent of Public Instruction so as to be uniform in all the districts it would be still better.

If each school officer will attend to the business promptly, systematically, and efficiently in his own school district there will be little trouble in enforcing the law; and as in every other country, where it has been tried for one generation, the law will become so popular that by the mere force of public sentiment it will substantially enforce itself.

But if the trustees and school officers of the district are lax the first year, it will add much to their labors and annoyances in the future.

(6.) In the months of February and September in each year, the trustee or school officer of the district is required to visit every establishment in his district where children are employed, and see that all the children between the ages of eight and fourteen years, hitherto in the fifty-two weeks immediately preceding the visit, received at least fourteen weeks schooling.

The first inspection of these places will be next February. It was fixed at that time at the request of the manufacturers in order that beginning this Fall they may by February come under the law without injuriously disturbing their work.

It will take but little time of the school officer to inspect a factory, as the manager is, on demand, obliged to exhibit to him a list of all the children between the said ages in the establishment with the certificate of each one's schooling.

IV.

WHAT IS TO BE DONE WHERE THERE ARE NO PRIMARY SCHOOL DISTRICTS.

(1.) In the City of New York there are not and never have been any school districts; hence much confusion and lack of system in the department of education. No annual census is taken of children of the school age in the City. This should be done every September, and the returns made to the Board of Education and to the State Superintendent of Public Instruction.

(2.) The City should be divided, without delay, by the Board of Education, into Primary School Districts, and the trustees notified of their respective districts. (See § 3.)

(3.) A census in each primary school district must be taken of all children between the ages of eight and fourteen years, with their names, ages, residences, and the names and residences of the parents or custodians of each child.

(4.) The Board of Education should furnish to each trustee the said census list of children and parents in his primary school district; and, also, should furnish the census list of children in the district to the teacher of the district primary school.

The trustee would then know what children and parents were by this law under his jurisdiction, and the teacher of the primary school would know what children ought to be in his

school for at least fourteen weeks in the year, unless otherwise receiving the equivalent instruction.

(5.) The teacher's weekly and monthly report of daily attendance made to the Board of Education and to the trustee assigned to the district would inform the trustee what children were apparently delinquents and should present to the trustee proofs of attendance at some other school, public or private, or of instruction at home, or of physical or mental incapacity.

(6.) The trustee should send immediate written notices to the parents or custodians of the apparent delinquents requiring them to deliver to him, at a time and place specified, proof that the children were at school or instructed at home as the law prescribes, or were physically or mentally incapacitated; or, if such was not the fact, pay the legal penalty. Printed blank notices and summonses should be furnished by the Board of Education to each trustee for this purpose.

Grammar-school districts, as well as primary school districts, will soon be a necessity if our system of public instruction in New York City is to be administered with a reasonable degree of precision and perfection.

We have three hundred thousand youth of the school age in the city, and they are now at liberty to wander from school to school as caprice takes them. While this is permitted by the Board of Education it is as impossible to secure to each a good school training as it would be to instruct and discipline an army of three hundred thousand soldiers without assigning each to a definite company, regiment, division, and army corps.

Every public school in the city should have its district, from the two colleges, which would each cover the whole city, down to the primary school which would each cover, perhaps, a one-hundred and fiftieth part of the city.

V.

HOW THIS LAW CURES JUVENILE VAGRANCY.

By section eight the Board of Education are empowered and required on or before the first day of January next, to prepare a special code of laws for the city that shall enable them by the aid of the police, to clear the streets and public places of the city, during school hours, of all habitual truants, loafers, and idlers, between the ages of eight and fourteen years, and to put these habitual truants, and juvenile loafers and idlers to school not for fourteen weeks in each year only, but for the whole year, for the fourteen weeks limit does not apply to this class of children. They can send all who are Catholics to the Catholic Protector, and all others to the House of Refuge, or they may provide other places for their discipline, instruction, and confinement.

They may require every child between the ages of eight and fourteen found idling in the streets during school hours to produce to the police and truant officers a certificate of his schooling and of some lawful occupation, under penalty of arrest.

In short, they can make and enforce by the whole power of the police, and of the civil and police justices' courts, any rules and regulations in this regard that a justice of the Supreme Court will approve. No body of men in any city ever had a greater power for good put into

their hands; and from the high character of the Board and the long experience in school and reformatory work of some of its members, the public may justly expect the most beneficent results. But to prevent disappointment no time is to be lost, for a great deal is to be done before the first of January to get everything ready by that day for systematic and effective operations.

DEXTER A. HAWKINS.

Teachers' Life Insurance Association.

We have received the fifth annual report of the board of managers of the Teachers' Life Insurance Association of this City. From it appears that for the year the number of deaths are:

Nine deceased members received each	\$600
Nine " " " "	500
One " " " "	575
One " " " "	550
One " " " "	525

Fourteen assessments of 50 cents each have been made which have yielded, with fees \$14,421.32

The payments have been, with expenses 11,773.64

Leaving a balance of 2,647.68

The number of members now are 1,682

OFFICERS, 1874-75.

HENRY C. MARTIN, President.
FRANCES A. POND, Vice-President.
J. T. BOYLE, Financial Secretary.
FRANCIS J. HAGGERTY, Recording Secretary.
JOSIAH H. ZABRISKIE, Treasurer.

BOOK NOTICES.

A NEW AND GOOD DAY-SCHOOL SINGING BOOK.

—The last addition to the musical literature of the country is "SILVER CAROLS," by the well-known authors OGDEN and LESLIE, and published by W. W. Whitney, Toledo, Ohio. We have given it a thorough examination, and confess ourselves delighted with it. It has a Theoretical Department, which is short, simple and practical; a department of "Songs for general use in the schoolroom," which are bright, cheerful and easy; a "Song and Chorus Department" of sparkling melodies for special occasions and the home circle, which have been arranged with great care. No "fill-up" characterizes the pages of SILVER CAROLS, and all who examine it will agree that the matter is well chosen and skillfully arranged. It contains 160 pages of the choicest music, mostly new and original; and every piece in it is calculated to serve a purpose, and be of use to the singers as well as teachers. In brief, "Silver Carols" fills a void in the musical world, and fills it well and conscientiously. It is beautifully printed and substantially bound, and in all respects is a book which we shall be glad to see in all the day-schools, conventions, singing-schools and families in the country. The book retails at 50 cents, and is richly worth the money. Of course the usual discounts to the trade are made. For sample sheets address the publisher, W. W. Whitney, Toledo, Ohio.

THE MOTHER'S HYGIENIC HAND-BOOK.—For the Normal Development and Training of Women and Children, and the Treatment of their Diseases with Hygienic Agencies. By R. T. TRALL, M.D. 12mo, cloth, price \$1. S. R. WELLS, Publisher, 389 Broadway, New York.

The great experience and ability of the author enables him to give just that practical advice which mothers need so often all through their lives, and this will be found by far the best work on the subject yet published. It covers the

whole ground, and, if it be carefully read, will go far towards giving us an "ENLIGHTENED MOTHERHOOD." The work should be read by every wife and every woman who contemplates marriage. Mothers may place it in the hands of their daughters with words of commendation, and feel assured that they will be the better prepared for the responsibilities and duties of married life and motherhood. It is a fact that, other things being equal, the Diseases of Women and their infants are in direct ratio to the unhygienic habits of the mothers; and, this being the case, how important it is that the knowledge contained in this book should be widespread. Physicians, and nurses, and all who have the care of women and children, whether in health or disease, should read the MOTHER'S HYGIENIC HAND-BOOK.

A few Opinions of the Press as regards the N. Y. School Journal.

We continue this week a few of the complimentary notices, which the N. Y. SCHOOL JOURNAL has received since coming under its new management. We can only trust that the pleasant and cheering words, thus spoken may be verified by the future career of the paper.

Our friend, Col. D. H. Ritchie, under whose able management the *Daily Saratogian* has risen to the position it to-day occupies, says the following kind words for the New York School Journal:

"The New York School Journal, under the management of Wm. L. Stone and A. M. Kellogg, continues to improve every week. The last number treats editorially of 'The University and the Drama,' and contains a practical essay on the 'Social Status of Teachers,' besides an interesting *melange* of matters peculiarly interesting to all engaged in instructing the young."

Michigan Teacher, Sept.

The N. Y. SCHOOL JOURNAL has changed owners and form, and has swallowed *The College Review* and the recent *Illustrated Educational News* project.

Rhode Island Schoolmaster, Sept.

THE NEW YORK SCHOOL JOURNAL, a weekly educational journal, now appears in a new form under the title of *New York School Journal and Educational News*. It has been purchased by William L. Stone and Amos M. Kellogg, and is united with the interests of the *Educational News* and the *College Review*.

New York Witness.—May.

Both editorial and selections are carefully prepared.

N. Y. Times.—Jan.

It contains reading of interest to the teachers and pupils in the free schools of this city.

Harkness Magazine.—September.

We have often asked the question: why can not teachers have a *Newspaper* as well as other professions and crafts. Teachers want all the news of the country as quickly and frequently as possible. This want is now ably supplied by the *New York School Journal*. While the price is only two dollars and fifty cents per year, comes every week, and hence contains largely more reading matter than a monthly. This paper contains news. It is common with most of the cities and villages of our country to boast of an excellent school system. The boast contains the proof of a good intention and a laudable ambition, and hence is pardonable. But for system, precision, and the collegiate grade of study at public expense, for the poor as well as for the rich, in the Normal College and University, we would like to hear of a city that excels

New York. The N. Y. SCHOOL JOURNAL though not a victor in the games, has the honor of being the *trumpeter* of this mighty army of thousands of teachers and professors. In its brave advocacy of the rights, interests and welfare of the teaching fraternity, it has proved their great benefactor.

General Information.

WHERE CARPETS ARE CLEANED.—After an inspection of the extensive carpet cleaning works of Mr. T. M. Stewart, 326 Seventh avenue, near 28th street, which have been in successful operation for many years, we conclude that the order and method attained at this establishment have materially contributed to its success. A large five-story building is entirely devoted to the business. The cleaning machines, which are a wonder in themselves (patents of 1872 and 1874), being on the fifth floor, beaters and brushes driven by steam, currents of pure air forced through the carpets, effectually clean them from all possible impurities. The fourth floor, highly polished, is used for the folding of carpets; the third to his new and wonderful process of scouring. Here every possible stain is removed, over fifty different chemicals being used, so as not to affect the different shades and tints of the carpets. The second floor is used for the storage of carpets, where they are kept as safe as if in a sealed case. The whole establishment shows ingenuity and scientific skill combined with method and care. All the details of taking up, cleaning and relaying carpets is done at this most complete establishment. If we were to fill a column in commendation of Mr. T. M. Stewart we could not say more in effect. A Brooklyn branch of his house, with equal facilities, is at 32 and 34 Penn street.

A new idea in ink is made by Mr. E. Stuart, of Syracuse, N. Y. It is called the Secret Service Fluid for writing invisibly on Postal Cards. We recommend it to our readers as a useful article to those who would wish to write and know that only the person who receives the postal will be able to read its contents. Trial size by mail 10 cents.

We are in receipt of a useful little instrument called the Pen Drawing Instrument, manufactured by Goodnow & Wightman, of Boston, Mass. It consists of a metal joint by which two ordinary lead pencils may be connected together so as to form a pair of dividers, which may be used for all purposes to which dividers are applicable in ordinary drawing, and which have the advantage of being lighter and cheaper than anything else in the market which will do the same work.

We would call the attention of our general readers and collegians to the advertisement of T. L. & R. M. Smart, who are engravers and designers on wood, and are well worth the patronage of our subscribers. Especially to those who intend getting up catalogues for colleges or college secret societies, we confidently recommend their work.

Rupture can be cured without suffering. Elastic Trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the ELASTIC TRUSS COMAANT, 683 Broadway, New York.

DREKA'S DICTIONARY BLOTTER.—One of the most ingenious and really useful inventions which have come under our notice is Dreka's Dictionary Blotter. It is a blotting-book of convenient portfolio form, combined with a complete dictionary of difficult, selected words, whose orthography usually bothers busy writers. There is also a list of synonyms, perpetual calendar and list of Christian names. No one need ever mis-spell a word who uses this blotter and consults its compact pages. It ought to become an essential article with all who write letters in town or country. Manufactured by L. Dreka, who has removed to the large store, 1,121 Chestnut street, Philadelphia, where he occupies the whole building in the manufacture of stationery. Send for descriptive price list.

INSTRUCTION.

SCHOOL CIRCULARS,
MONTHLY REPORTS,
CERTIFICATES, &c.

Promptly, neatly and cheaply executed at the
SCHOOL JOURNAL OFFICE,
17 Warren Street, New York City.

NATIONAL SCHOOL

Elocution and Oratory,

1418 CHESTNUT ST., PHILADELPHIA.

J. W. SHOEMAKER, A. M., Principal.

Class and Private Instruction. Send for Prospectus.

PACKARD'S BUSINESS COLLEGE.—No. 805 Broadway, corner 11th st.; individual instruction; students can enter at any time during the year with equal advantage. Call or send for circular.
S. S. PACKARD & CO.

MUSIC LESSONS.

NATIONAL AMERICAN UNIVERSITY OF MUSIC,

AND OTHER LIBERAL ARTS.

Chartered by Special Act of Legislature.
J. J. WATSON, President. DR. O. R. GROSS, Secretary.

24 West 14th Street.

STRICTLY PRIVATE LESSONS ONLY.

NEW YORK CONSERVATORY OF MUSIC,
No. 5 East Fourteenth street, near Fifth avenue, next door to Delmonico's.

BROOKLYN BRANCH,
102, 104 and 106 Court street, near State.
OPEN DAILY FROM 9 A. M. TO 8 P. M. FOR THE RECEPTION AND CLASSIFICATION OF PUPILS. THIS CELEBRATED MUSIC SCHOOL offers the accumulated advantages of many years of successful operation.

The corps of professors now numbers forty-one of the ablest instructors in the country.

PRIVATE AND CLASS INSTRUCTION in all branches of music and modern languages at moderate prices.

The first prize in music was awarded to one of our pupils by the New York Normal College.

The Orchestral schools will be continued as usual. An Amateur English and Italian Opera will also be instituted, in which pupils will be assigned full parts. The Library will be complete.

CLASSES LIMITED to two and three pupils. STRICTLY PRIVATE is soon when desired.

N. B.—The New York Conservatory is the only chartered Conservatory of Music in the State, having no branch except in Brooklyn, and being entirely distinct from other institutions which imitate its name, evidently with the view of obtaining patronage thereby.

NATIONAL SCHOOL OF TELEGRAPHY,

139 EIGHTH STREET,

(Bet. B'dway and Fourth ave.) NEW YORK.

Is the largest and most successful School for giving thorough instruction in Telegraphy, and fitting students for positions in the United States. Thirty-eight distinct offices, placed in charge of as many pupils, who transact business in the same manner as in regular Telegraph Offices. Practical instruction in management of offices, instruments, wires and batteries. A visit to this School at any time will convince ALL that it is no humbug. Terms, etc., to be had by applying as above.

Paine's Business College

Removed to 1,275 Broadway,
Cor. 24th Street Junction 6th Avenue.

Paine's down-town College, 62 Bowery, cor. Canal. (Established 1849.) Specialties: Book-keeping, Arithmetic, Mathematics, Grammar, Spelling, Languages. Twenty-four Writing Lessons, \$2.50. Ladies qualified as Book-keepers and Cashiers. Instruction every day and evening.

INSTRUCTION.

THOMPSON'S BUSINESS COLLEGE,

36 Fourth Avenue, opposite Cooper Institute.

Bookkeeping, Writing, Arithmetic, Reading, French and German. Ladies' Department Day and Evening. Telegraphy taught practically. Demand for Operators.

TEACHERS WANTED for English, French, German, Classics, Painting and Music, to introduce to Families, Schools and Seminaries, throughout the country. Send for MUTUAL PLAN. Address
AMERICAN EDUCATIONAL UNION,
No. 781 Broadway, New York.

SOUND SCHOLARSHIP.

Modest, res. ecifal, manly demeanor,
Complete physical development,
at Yonkers Military Institute for boys.
BENJAMIN MASON, Box, No. 664, Yonkers, N. Y.

BORDENTOWN, (N. J.) FEMALE COLLEGE. Thorough instruction. Healthful and beautiful location. One of the most carefully conducted and best sustained institutions in the State. For terms, etc., address Rev. John H. Brakeley, Ph.D.

MAPLEWOOD INSTITUTE for young ladies, Pittsfield, Mass. Widely known for thirty years for its superior facilities and rare beauty of location. Address Rev. C. V. Spear, Principal.

BROOKS LOCATION, the "City of Schools," in the Suburbs.
BUILDINGS new—Grounds large.
Family limited to 60.

SEMINARY STUDIES arranged in Preparatory and Collegiate Courses.

Ladies prepared for Vassar College. Principal, M. B. J. White. Teachers—7 resident, 2 non-resident. For particulars address EDWARD WHITE, Poughkeepsie, N. Y.

LADIES.

JACKSON MILITARY INSTITUTE,
TARRYTOWN-ON-THE-HUDSON.
A SELECT BOARDING SCHOOL FOR BOYS.

The course of instruction embraces Classical Modern Languages, Elementary, Mathematical, English Studies, and NATURAL SCIENCE, Music, Drawing and Elocution, MILITARY DRILL, Gymnasium, &c. Rev. F. J. JACKSON, Principal.

FAMILY BOARDING SCHOOL FOR BOYS AND GIRLS.
A real Home, and thorough tuition.
Address Rev. J. L. SCOTT, Hammoncton, New Jersey.

HIGHLAND MILITARY ACADEMY, Worcester, Mass. Fits boys and young men for common and scientific pursuits. Its superior merits stated in circular. U. B. METCALF, A. M., Superintendent.

THE WORCESTER FREE INSTITUTE offers a thorough technical education, with special attention to practice. Address
PROF. C. O. THOMPSON,
Worcester, Mass.

WOMAN'S MEDICAL COLLEGE of Pennsylvania, North College Avenue and 22nd Street, Philadelphia. The twenty-fifth annual session will open Thursday, Oct. 1st, 1874, and will continue twenty-two weeks. For particulars address RACHEL L. BODLEY, A. M., Dean.

BROWN BROTHERS & CO.,
No. 59 Wall Street,
NEW YORK,

Issue Commercial and Travellers' Letters of Credit, available in Dollars in the United States and adjacent countries, and in Pounds Sterling in any part of the world.

TO COLLEGES.

T. L. & R. M. SMART,

Designers & Engravers on Wood.

Particular attention paid to views of buildings.

80 NASSAU STREET, NEW YORK.

HOW TO MAKE

JOCKEY CLUB BOQUET.

SEND 20 CENTS TO

FARRELL & CO.

No. 17 WARREN STREET, room 18, New York City.

AGENTS.

Greatest Novelty of the Season, 126,000 sold

GLASS CARDS RED, BLUE, WHITE,

Clear and Transparent.

Your name beautifully printed in GOLD, on 1 doz. for 60c. post-paid, 3 doz. \$1. Must have agents everywhere. Full Outfits 25c. Trial samples, with which at least 25c can be easily earned, for 10c. Don't miss this chance; write to-day. Sure to please.

F. K. SMITH, Bangor, Maine.

\$10 to \$20 per day. Agents wanted every where. Particulars free. A. E. BLAIR & CO., St. Louis, Mo.

\$5 to \$20 per day at home. Terms free. Address GEO. STINSON & CO., Portland, Maine.

\$10 A DAY.—Employment for all. Patent Novelties. Catalogue free. Samples 25 cts

GEO. L. FELTON & CO.,
119 Nassau St., New York.

Teachers, Clergymen, and Experienced Canvassers Wanted in every county in the United States, to introduce our New Chart of Unity real History into Schools and Families. This is the only Wall Chart of History, engraved and colored like a Map, there is published. Agents as wanted for other Historical Works, Maps, etc. Great inducements offered. Send for circulars. Parties desiring State Agencies, or the most desirable Territory to canvass, should apply at once. F. R. REED & CO., Publishers,
121 Nassau St., New York.

Wanted—AGENTS for the Best Selling Articles in the world \$2.00 worth of samples given away to those who will become agents.

J. BRIDE & CO., New York

The United States Publishing Company,
13 University Place, New York,

Want Agents everywhere for the following:

SPRIT OF THE HOLY BIBLE. Edited by Frank Moore. An elegant 8vo, 600 pp., 500 Engravings—from the Old Masters. Price, \$5.00.

OUR FIRST HUNDRED YEARS. The Life of the Republic. By C. Edwards Lester. 11 monthly parts. 90 pp. each. Royal 8vo. 50 cts. each part.

LIFE AND PUBLIC SERVICES OF CHARLES SUMNER. By C. Edwards Lester. 5th Edition, revised and enlarged. 8vo, 700 pp. \$3.75.

THE NEW YORK TOMES. By Warden Sutton. A complete history of Noted Criminals of New York, and the romance of Prison Life. 8vo, 670 pp. \$3.50.

IN THE HOMES OF THE PRESIDENTS. From Washington to Grant. By L. C. Holloway. 8vo, 600 pp. 16 portraits on steel. Price, \$3.75.

THE CHRISTIAN AGE. 16 page Weekly Newspaper. Edited by Rev. Dr. Deems. \$2.50 per year.

JESUS. An elegantly printed and illustrated 8vo volume, 756 pp. By Rev. Dr. Deems. Price, \$4.00. Circulars, specimen pages, and terms to agents on application as above.

NEW. STUART'S

SECRET SERVICE INK.

Invisibly written Postal Cards! Receiver brings it out in beautiful colors! 35 cents—trial size by mail 10. Quick money to quick agents. Unusual commissions in Stuart's Novelties. Write and see. Drug Store, 3 REMY BLOCK, SYRACUSE, N. Y.

ART SCHOOL—DRAWING FROM NATURE—Time short; system perfect; Artists extol it; pupils from Europe. Copies of \$500 pictures, showing style, sent prepaid for \$1. Smaller ones 50 cents. Teachers wanted. Circulars free. Address
WOOD'S ART PARLORS, Rochester, N. Y.

MONEY! MONEY! MONEY!
HOW TO GET MONEY QUICKLY; or,

30 WAYS OF MAKING A FORTUNE.

Everybody should possess this little book. Mailed on receipt of 25 cents. Address,
I. M. KAHNWEILER, 725 Sanson Street, Philadelphia.

NEW YORK NEWSPAPER

MAILING AGENCY.

With the Latest Improved

FOLDING and MAILING MACHINES.

No. 29 ROSE STREET,

JAMES BRADY,

Manager and Proprietor

Publishers' Department.**What the Publishers Propose.****Our Premiums.**

For \$3.00 you will receive the NEW YORK SCHOOL JOURNAL, 16 pages (weekly), one year and a

Perfection Folio

for binding the JOURNAL. Each number can be inserted as received, and is better, and more tastefully bound than an ordinary book.

For \$3.50 you receive the NEW YORK SCHOOL JOURNAL and a copy of

How to Teach,

The great book for Teachers and School Officers. A manual of methods for a graded course of instruction, embracing the subjects usually perused in Primary, Intermediate, Grammar, and High Schools; also suggestions relative to Discipline and School Management.

For \$4.00 you receive the NEW YORK SCHOOL JOURNAL and one of Dreka's

Dictionary Blotters,

Being a combination of Blotting-case with complete list of words which writers are liable to spell incorrectly.

For \$4.50 you receive the NEW YORK SCHOOL JOURNAL and a

Font Pen.

Just the thing for continuous writers. A glass handle contains the ink, ordinary gold or steel pens used, and changed as in a common holder, Ink entirely under the writer's control.

For \$6 you receive the NEW YORK SCHOOL JOURNAL and one of "Webster's National Pictorial"

Dictionaries,

1040 pages, octavo, 600 engravings.

With these Premiums we are giving the JOURNAL for almost nothing. We do this for the purpose of giving it a wider circulation.

Publishers' Department.**IMPORTANT TO TEACHERS.**

That of which we know something is always of more interest and value to us than that of which we are ignorant, and the Journal by bringing the teachers work before the public mind, furnishing information in regard to its worth and value, also constantly advocating for it a fair and liberal compensation, assumes a position of real helpfulness, and we feel convinced that any teacher will be more than repaid for the amount of the subscription, (\$2.50) if he will not only read but circulate the journal.

IMPORTANT TO AGENTS.

Whoever wants a good salary, an independent business, an agreeable occupation, should not fail to send the New York School Journal, No. 17 Warren street, for circular and terms to canvassers. For a business which can be started without capital, it is the most profitable occupation in the land, requiring only intelligence, activity, and perseverance—qualities that many a young man and woman can bring to bear when they cannot command money. Try it, send 25 cents for terms and circulars, and see.

IMPORTANT TO ADVERTISERS.

We would call the attention of School and Miscellaneous Book Publishers to the special advantages of this paper as a medium for reaching teachers and school officers.

Its circulation is not confined only to Public Educational Institutions, but also to Private Schools, Colleges, and seminaries thereby making it a valuable medium for publishers, who have a line of educational works of general literature of which they wish the teachers or school officers informed, will find this one of the best for their purpose, our

ADVERTISING RATES

Are very low when compared with those of similar papers. In addition to our regular issue a number of copies are frequently ordered by those who have been interested by some (special) article or review.

Estimates for a short or long time advertisement, are made by sending to the advertising department of the New York School Journal, No. 17 Warren street.

REVIEWS

Of publications receive especial attention. We are too modest to claim any special ability or excellence in our paper, but we are willing to be judged by a discriminating public, promising only that any opinions given in our columns shall be the honest expression of the best judgment we can use, and that neither our editorial opinions, nor our editorial conscience are for sale on any terms whatever.

SCHOOL TEACHERS

SUBSCRIBE FOR THE

New York School Journal

AND

EDUCATIONAL NEWS.

It will Cost you \$2.50 a Year.

This is a little less than five cents per copy.

Every live teacher should have a copy. Sample copies sent free.

COLLEGE STUDENTS

25 Cents for Outfit for the liveliest and spiciest School Journal published. You will not regret it. Full instructions sent with each Outfit.

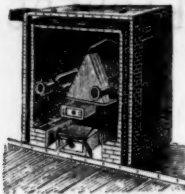
LADY TEACHERS

Will hear of something to their advantage by addressing the

New York School Journal,

No. 17 Warren St.,

NEW YORK.



Gothic Furnace,

For Warm'g Houses, Schools
Churches, &c.

The Best Warming Apparatus in Use.

Send for Catalogue

ALEX. M. LESLEY,

224 & 226 WEST TWENTY-THIRD ST., N. Y.

BOYNTON'S

Gas-Tight Furnaces,

For Hard or Soft Coal or Wood. Especially
Adapted for Heat ng

Dwellings, Churches, Schools, &c

More Powerful, Durable, Economical and Freer from
Gas than any other Furnaces in the market.

"OUR FAVORITE" Elevated-Oven
Range with Hot Closet, and
"Cabinet Portable Range," with Hot Closet,
the Best Ranges for family use.

Cooking & Heating Stoves,

HOTEL RANGES, &c., IN GREAT VARIETY.

Send for Circulars.

RICHARDSON, BOYNTON & CO., Manufacturers,

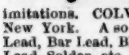
234 Water Street, New York.

Western Agents: BLISS & WALLS,

81 Lake Street, Chicago, Ill.

GET THE BEST!

TIN-LINED LEAD PIPE never corrodes by the
action of water. It is cheaper than
Lead Pipe, as it will last four times
longer, and is worth nearly double
as old material. It is recommended
by nearly every architect in New
York as "superior to all other water
pipes." Descriptive pamphlets sent
by mail free. Price 16 1/2 cents a
pound for all sizes. Not de-
livered by tin-washed or tin coated
imitations. COLWELL LEAD CO., 23 Centre Street,
New York. Also manufacturers of Lead Pipe, Sheet
Lead, Bar Lead, Block Tin Pipe, Bar Tin, Pig Tin, Fig
Lead, Solder, etc. Orders filled at sight.



**BLYMYER
MANUFACTURING CO'S
BELLS.**

Voice toned, low priced, warranted against breakage. Our
bells containing full particulars, prices, etc., sent free.
BLYMYER MANUFACTURING CO., Cincinnati, O.

The Great American Coffee Pot.

THE

CHAMPION OF THE
WORLD.

Perfection in the art of making
Coffee at last attained.



This household wonder makes coffee by steam and
boiling water combined. It never boils over, makes its
own hot water, does its own dripping, and in the short-
est time on record distills coffee as clear as amber, ex-
tracts all its strength, and retains all its aromatic and
nutritious properties. The only perfect working coffee-
maker ever offered to the public. Family size, Copper
Bottoms and Wire Gauze Strainers, 1 gal. \$3; 3 quarts,
\$2.75; 2 quarts, \$2.50; 1 quart, \$2.25. Sent to any ad-
dress on receipt of price. Tin bot-oms, 50 cents less.
Coffee and Tea Urns, plain or nickel plated, furnished
hotels and saloons to order. Royalty stamps for sale to
manufacturers. Send stamp for illustrated circular and
terms.

DEWITT C. BROWN & CO.

Office and Salesrooms, 9 Great Jones St., N. Y.

PIANOS.

SOHMER & CO.,



PIANOS.

THE BEST PIANOS NOW MADE. EXCEL ALL
OTHERS IN TONE AND DURABILITY.

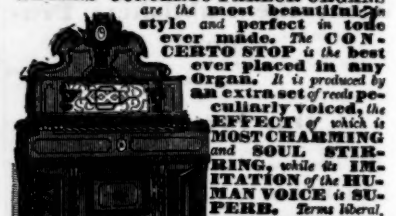
149 East Fourteenth street, N. Y.

The
ARION
PIANO
is the
BEST!

SAVE MONEY by pur-
chasing the best "Piano-
Forte." Do not decide what
make to get until you write
for our Illustrated Circular,
which we mail free. The
"Arion Piano" contains
four patented improve-
ments that make it more
durable than any piano in
the market. Write for cir-
cular and mention where you
saw this notice. Address
The Arion Piano-Forte Co.
5 East 14th st., N. Y. City.

PIANOS.

WATERS' CONCERTO PARLOR ORGANS



are the most beautiful in
style and perfect in tone
ever made. The CON-
CERTO STOP is the best
ever placed in any
Organ. It is produced by
an extra set of reeds pecu-
liarly voiced, the
EFFECT of which is
MOST CHARMING
and SOUL STIR-
RING, while the IM-
ITATION of the HU-
MAN VOICE is SU-
PERB. Terms liberal.

WATERS' Philharmonic
Vesper and
Orchestral
ORGANS, in UNIQUE FRENCH
CASES, are among the best
made, and combine PURITY of VOICING
with great volume of tone. Suitable for
PARLOR, CHURCH, or MUSIC HALL.

WATERS' New Scale PIANOS
have great power and a fine singing tone,
with all modern improvements, and are the
BEST PIANOS MADE. These Organs and
Pianos are warranted for 6 years. PRICES
EXTREMELY LOW for cash or part cash,
and balance in monthly or quarterly pay-
ments. Second-hand instruments taken in
exchange. AGENTS WANTED in every
County in the U. S. and Canada. A liberal
discount to Teachers, Ministers, Churches, Schools, Lodges,
etc. ILLUSTRATED CATALOGUES MAILED.

HORACE WATERS & SON,
481 Broadway, New York. P. O. Box 3367.

PIANOS! PIANOS! PIANOS!

Cabinet Organs and Melodeons!

M. M. MERRELL'S

PIANO WAREHOUSES, No. 8 UNION SQUARE.

A large stock, including Pianos of the best make, for sale cheap for cash, or to rent. Money paid for rent ap-
plied to purchase. Repairing done well and promptly. Call and examine before deciding elsewhere.

M. M. MERRELL, late Cummings, No. 8, Union Square.



LADIES, SAVE YOUR DRESSES!

By Using "SMITH'S INSTANT DRESS ELEVATOR."

It loops the dress in the Latest Style. It changes the "train" into
a "straight front" walking dress in one second, and back again as
quickly. It can be changed from one dress to another in two minutes.
"They give perfect satisfaction" is the verdict of all who try them.
They save many times their cost in one dress. This "Elevator" is
the only one that will let the dress down after being elevated.

CAUTION. Beware of IMITATIONS, as they are WORSE than WORTHLESS!
See that each is stamped "Smith's Instant Dress Elevator."
Price 45 cents each, MAILED FREE. Wholesale, \$30 per gross.

GREAT OFFER.—Two "Elevators" will be given FREE as a Premium
to those who subscribe for "SMITH'S ILLUSTRATED FASHION BAZAR"
one year, sending One Dollar and Ten Cents. Best and cheapest Fashion
Book in the world. Send stamp for Illustrated Catalogue. Address
P. O. Box 5055. A. BURDETTE SMITH, 914 Broadway, N. Y.

FONT PEN

CAPILLARY FEEDER.

DESCRIPTIVE CIRCULARS FREE.

Glass handle contains the ink; ordinary gold or steel pens used, and changed as in a common holder. Ink
entirely under the writer's control. Just the thing for book-keepers, reporters, lawyers, and all continuous
writers. Prepaid to any address on receipt of price, \$3.00. Discount to dealers. Address H. B. LATOURETTE
& Co., No. 7
Murray St.,
New York.

MISFIT CARPETS.

GOOD SECOND-HAND AND MISFIT

CARPETS,

ALL SIZES, RICH PATTERNS AND FINE QUALITIES.

English Brussels, Three-ply and Ingrain,

VERY CHEAP, AT THE OLD PLACE,

112 FULTON STREET,

Between William and Nassau Streets.

Sent Home Free of Charge.